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**2003-2004 *No Child Left Behind—Blue Ribbon Schools Program***  
**Cover Sheet**

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Name of Principal Mrs. Dena Emmons Leggett  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name A.L. Smith Elementary School  
(As it should appear in the official records)

School Mailing Address 206 High Avenue  
(If address is P.O. Box, also include street address)

Sterlington Louisiana 71280-3267

City State Zip Code+4 (9 digits total)

Tel. ( 318 ) 665-2713 Fax ( 318 ) 665-2716

Website/URL www.alsmithschool.com E-mail leggett@opsb.net

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge all information is accurate.

\_\_\_\_\_  
(Principal's Signature) Date \_\_\_\_\_

Name of Superintendent\* Dr. Robert Webber  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Ouachita Parish School Board Tel. ( 318 ) 388-2711

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

\_\_\_\_\_  
(Superintendent's Signature) Date \_\_\_\_\_

Name of School Board  
President/Chairperson \_\_\_\_\_ Mr. Jack White  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this package, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

\_\_\_\_\_  
(School Board President's/Chairperson's Signature) Date \_\_\_\_\_

## **PART I - ELIGIBILITY CERTIFICATION**

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office of Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools with one principal, even K-12 schools, must apply as an entire school.)
2. The school has not been in school improvement status or been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2003-2004 school year.
3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 1998.
5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if the OCR has accepted a corrective action plan from the district to remedy the violation.
7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school, or the school district as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

## PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

1. Number of schools in the district: 22 \_\_\_ Elementary schools  
 6 \_\_\_ Middle schools  
 \_\_\_ Junior high schools  
 5 \_\_\_ High schools  
 2 \_\_\_ Other (Briefly explain) (Alternative Center and  
 Expulsion School)
- 35 \_\_\_ TOTAL

2. District Per Pupil Expenditure: \_\_\_ \$4808.00 \_\_\_  
 Average State Per Pupil Expenditure: \_\_\_ \$4158.00 \_\_\_

**SCHOOL** (To be completed by all schools)

3. Category that best describes the area where the school is located:
- ☐ Urban or large central city  
☐ Suburban school with characteristics typical of an urban area  
☐ Suburban  
☒ Small city or town in a rural area  
☐ Rural
4. 2 \_\_\_ Number of years the principal has been in her/his position at this school.  
 5 \_\_\_ If fewer than three years, how long was the previous principal at this school?
5. Number of students enrolled at each grade level or its equivalent in applying school:

| Grade  | # of Males | # of Females | Grade Total |  | Grade     | # of Males | # of Females | Grade Total |
|--|------------|--------------|-------------|--|-----------|------------|--------------|-------------|
| <b>K</b>                                       | 31         | 33           | <b>64</b>   |  | <b>7</b>  |            |              |             |
| <b>1</b>                                       | 38         | 18           | <b>56</b>   |  | <b>8</b>  |            |              |             |
| <b>2</b>                                       | 22         | 25           | <b>47</b>   |  | <b>9</b>  |            |              |             |
| <b>3</b>                                       | 24         | 26           | <b>50</b>   |  | <b>10</b> |            |              |             |
| <b>4</b>                                       | 25         | 24           | <b>49</b>   |  | <b>11</b> |            |              |             |
| <b>5</b>                                       | 22         | 23           | <b>45</b>   |  | <b>12</b> |            |              |             |
| <b>6</b>                                       | 30         | 27           | <b>57</b>   |  | Other     |            |              |             |
| <b>TOTAL STUDENTS IN THE APPLYING SCHOOL →</b> |            |              |             |  |           |            |              | <b>368</b>  |

6. Racial/ethnic composition of the students in the school: 77\_\_% White  
20\_\_% Black or African American  
2\_\_% Hispanic or Latino  
1\_\_% Asian/Pacific Islander  
\_\_\_\_% American Indian/Alaskan Native  
**100% Total**

7. Student turnover, or mobility rate, during the past year: \_\_\_\_16.8%

(This rate includes the total number of students who transferred to or from different schools between October 1 and the end of the school year, divided by the total number of students in the school as of October 1, multiplied by 100.)

|     |  |      |
|-----|--|------|
| (1) | Number of students who transferred <i>to</i> the school after October 1 until the end of the year.   | 30   |
| (2) | Number of students who transferred <i>from</i> the school after October 1 until the end of the year. | 32   |
| (3) | Subtotal of all transferred students [sum of rows (1) and (2)]                                       | 62   |
| (4) | Total number of students in the school as of October 1   | 368  |
| (5) | Subtotal in row (3) divided by total in row (4)  | .168 |
| (6) | Amount in row (5) multiplied by 100  | 16.8 |

8. Limited English Proficient students in the school: 2\_\_\_\_\_%  
7\_\_\_\_Total Number Limited English Proficient

Number of languages represented: \_\_\_\_1\_\_\_\_  
Specify languages: Spanish

9. Students eligible for free/reduced-priced meals: 41\_\_\_\_\_%

151\_\_\_\_Total Number Students Who Qualify

If this method does not produce a reasonably accurate estimate of the percentage of students from low-income families or the school does not participate in the federally-supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 11 \_\_\_\_\_ %

43 \_\_\_\_\_ Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act.

|                             |   |
|-----------------------------|---|
| _____ Autism                | 1 _____ Orthopedic Impairment               |
| _____ Deafness              | 9 _____ Other Health Impaired               |
| _____ Deaf-Blindness        | 13 _____ Specific Learning Disability       |
| 1 _____ Hearing Impairment  | 13 _____ Speech or Language Impairment      |
| 1 _____ Mental Retardation  | _____ Traumatic Brain Injury                |
| _____ Multiple Disabilities | _____ Visual Impairment Including Blindness |
| 5 _____ Developmental Delay |   |

11. Indicate number of full-time and part-time staff members in each of the categories below:

**Number of Staff**

|                                       | <u><b>Full-time</b></u> | <u><b>Part-Time</b></u> |
|---------------------------------------|-------------------------|-------------------------|
| Administrator(s)                      | _____ 1 _____           | _____                   |
| Classroom teachers                    | _____ 21 _____          | _____ 2 _____           |
| Special resource teachers/specialists | _____ 3 _____           | _____ 4 _____           |
| Paraprofessionals                     | _____ 4 _____           | _____                   |
| Support staff                         | _____ 11 _____          | _____ 2 _____           |
| Total number                          | _____ 40 _____          | _____ 8 _____           |

12. Average school student-“classroom teacher” ratio: 22/1 \_\_\_\_\_

13. Show the attendance patterns of teachers and students as a percentage.

|                          | 2002-2003   | 2001-2002   | 2000-2001   | 1999-2000   | 1998-1999   |
|--------------------------|-------------|-------------|-------------|-------------|-------------|
| Daily student attendance | <u>94.5</u> | <u>96.1</u> | <u>95.4</u> | <u>95.4</u> | <u>95.0</u> |
| Daily teacher attendance | <u>95.6</u> | <u>95.5</u> | <u>94.2</u> | <u>95.2</u> | <u>95.8</u> |
| Teacher turnover rate    | <u>4.1</u>  | <u>8.3</u>  | <u>8.3</u>  | <u>12.5</u> | <u>4.1</u>  |

## PART III - SUMMARY

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A.L. Smith Elementary is a school in Ouachita Parish, located in Sterlington, a small community in northeast Louisiana. The original building was a one-room school located on the banks of the Ouachita River. It was constructed in 1921 with additional wings being added in 1951, 1965, and 1986. In 1998, plans were made by the parish to build a new Sterlington High School and renovate the old one for the elementary school. At the start of the school year in 2002, the doors of the new A.L. Smith were opened for the students, faculty and staff to begin an exciting new year. The school is located down the street from the Town Hall and Post Office and across the street from the East Ouachita Recreation Center.

The community has primarily a manufacturing and farming base. The largest employer is Angus/Dow Chemical Company. Two power plants have been constructed in the last two years. In addition, several new businesses have moved into the area. The community has several churches, including Baptist, Methodist, Assembly of God, Church of Christ, and Pentecostal. The community plays a large role in helping us meet our needs. One business donated trees to provide shade on the playground and several businesses donate money to pay for school improvements.

Our enrollment has increased during the past two years resulting in the need for an additional kindergarten teacher. Due to this growth, more additional classes will probably be needed in the near future. This increase can be contributed to two factors. One factor is the development of a number of new subdivisions near our community due to families moving north of Monroe. The other factor is A.L. Smith's success on standardized tests. In 2000-2001, our School Performance Score was 105.1 Our goal for the next year was 110.1. We met and exceeded this score by 8 points. Our School Performance Score was 113.1 for the 2002-2003 school year earning A.L. Smith a Growth Label of Exemplary Academic Growth. Out of a total of 1378 public schools in Louisiana, our school ranks #76 in School Performance Score which places us in the top 6% of schools in our state.

A.L. Smith has 24 qualified teachers with seven additional part-time support teachers for music, art, speech, counselor, gifted art, hearing impaired, and adaptive physical education. Students are offered PE, Library, Computer Lab, and Character Counts in addition to the core curriculum. Fifth and sixth grade honor students are also offered Band as an elective. We have an active Junior Beta Club for honor students in fifth and sixth grades. We have a Special Education class and a Resource class to meet the needs of special students.

Along with one principal, we have two office personnel. The custodial staff consists of two maintenance personnel, two full-time maids, and two part-time maids. The cafeteria is staffed by one manager and four cooks. We have four full-time teacher aides to assist with Pre-K, Computer Lab, and Special Education.

The A.L. Smith Parent Teacher Organization is very active and has several projects throughout the school year. Each six weeks, they provide prizes for an Awards Assembly. They collect Box Tops for Education, hold a Spring Fest, and have other fundraisers to provide funds for school needs. This year they provided maps and globes for the classrooms, science materials, PE equipment, construction paper, school supplies, and devices to connect their computers to their televisions for full class instruction. They also provided an Angel Tree for needy children in our community at Christmas and have donated and set up playground equipment for our renovated building's playgrounds.

A.L. Smith's mission is to provide a safe environment for all students with our major emphasis being the highest quality of teaching and learning.

## PART IV – INDICATORS OF ACADEMIC SUCCESS

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1. In the fall of 2003, A.L. Smith Elementary was named by the State Department of Education as a School of Exemplary Academic Growth. The school performance score increased by 13.3 points which earned a 3-Star Performance Rating. The School Performance Score is based on a formula which counts LEAP21 scores as 60%; 3<sup>rd</sup>, 5<sup>th</sup>, and 6<sup>th</sup> grade IOWA test scores as 30%; and student attendance as 10%. A.L. Smith is eligible for monetary awards from the state because of earning the growth label of Exemplary Academic Growth and growth in subgroups (poverty and students with disabilities).

The school's assessment data for LEAP21 (fourth grade) shows dramatic growth since the inception of this test several years ago. The number of students who rank as Advanced and Proficient has markedly increased and the number of students who score Below Basic has dropped greatly.

The Iowa Test of Basic Skills which is administered to our 3<sup>rd</sup>, 4<sup>th</sup>, 5<sup>th</sup>, and 6<sup>th</sup> graders also shows dramatic improvement in language arts and math based on comparing our test results from the past several years. We also show excellent scores when compared with state norms.

One area in which hard work has shown results has been with our subgroups. Black students and students with disabilities have shown steady growth in test scores and we hope to continue that trend.

2. When we receive our test data each year, we are able to see the results disaggregated by grade, class, subject, and individual students. We use this data to determine the areas of professional development we need to pursue the following school year. When teachers have choices about graduate university courses, inservices, and workshops which are offered to them, the test data is often what determines the choice they make. At the beginning of the following school year, teachers are able to make a printout for students who are in their classes, check to see where the individual and corporate strengths and weaknesses lie, and plan accordingly.

Classroom teachers collaborate with special education specialists who work with their students to make sure that areas of greatest need are addressed. The library media specialist also collaborates with classroom teachers to provide materials, multiple computer access, and lessons on all subject areas including sources of information.

We believe that student achievement is greatly enhanced when we use our assessment data to set priorities and spend more time addressing the areas of greatest need.

3. Students at A.L. Smith receive report cards at the end of each six-week period. Teachers often communicate with parents during the six-weeks regarding their student's performance via notes, progress reports, telephone calls, and conferences. Parents are given their children's standardized test results along with their report cards at the end of the school year.

As soon as they are available, School Report Cards for Parents are issued to each family represented at A.L. Smith. These are issued by the Louisiana Department of Education and include information on our School Performance Score, Growth Label, school-wide assessment results from LEAP21 and ITBS, school population, attendance, and teacher quality. These are also given to parents who visit our school when looking into moving into our school zone as well as any other interested community members.

The administration and faculty are always willing to take time to speak with interested parents and community members about the work we are doing.

4. We have been visited by faculty committees from other schools, even outside our district, when they became aware that we were labeled a school of Exemplary Academic Growth. They have observed classrooms, asked questions, and taken notes.

We also share ideas and successes as presenters or participants in teacher inservices and conferences. As a school accredited by the Southern Association of Colleges and Schools, we have the opportunity to share with other member schools some of the ideas and practices which have worked to help our students become more successful. Some of our faculty members serve on Peer Review Teams when other schools in our state are undergoing the reassessment of their accreditation status, and in this way we are able to give hands-on help to schools who desire to show academic growth.

## **PART V – CURRICULUM AND INSTRUCTION**

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1. A.L. Smith Elementary School's curriculum in the areas of Math, Science, Language Arts, and Social Studies is aligned with criterion and/or norm referenced tests taken by students in grades one through six annually. This curriculum was developed by the Ouachita Parish School System and is designed to meet the state of Louisiana's benchmarks.

The core of the Language Arts curriculum is a broad-based goal of reading fluency and comprehension as well as language mechanics, grammar, and spelling. The core of the Math curriculum is basic computation and the development of problem solving skills. The Science curriculum emphasizes the growth of process science skills, which include observation, investigation, experimentation, and documentation all using a hands-on, experiential approach. The core of the Social Studies curriculum is community, national, and global awareness. Throughout all areas of our core curriculum, the development of critical thinking skills is emphasized.

While teaching the curriculum as set forth by Ouachita Parish, our staff addresses the strengths and needs of all students through varied teaching techniques including the use of Bloom's Taxonomy, multiple intelligences, technology, and the support of community volunteers.

Classroom teachers, a visual arts specialist, a physical education specialist, a band instructor, and a music specialist involve our students in the Arts daily. Creative expression and improved self-esteem are goals for our community of learners.



2. Our reading curriculum consists of Kindergarten through sixth grade involving a variety of Language Arts skills that show continuity throughout all grade levels. Reading skills include: integrating technology with study skills, genre focus, reading strategies, creative writing prompts, vocabulary skills, and introduction of juvenile authors. Our reading curriculum allows for enrichment and challenge activities, along with reteaching strategies that enhance learning. It also sets the groundwork for students to participate in the Accelerated Reader Incentive Program, thereby promoting individual success and recreational reading.

Our series is in alignment with the state content standards and teaching targets. Overall, we feel that our series provides opportunities for students to succeed in other subject areas such as Math, Science, and Social Studies, which will help to develop a well-rounded student body.

3. One means to accomplish A.L. Smith's mission of emphasizing the highest quality of teaching and learning is by infiltrating related materials to supplement and enhance the Math curriculum. Some of these provisions include the Math Mountain program, the Saxon text in gifted Math classes, daily ADD activities in all classrooms, and after school tutoring.

The A.L. Smith math program is also enhanced by utilizing classroom computers for practice and reinforcement. Advanced calculators are used to enrich the gifted math class. Teacher lesson plans reflect accommodations for individual differences, while cooperative grouping and peer tutoring provide interaction directed toward student mastery of IOWA and LEAP math targets.

To more readily implement math skills across the curriculum, A.L. Smith teachers learn varied techniques by attending related inservices and workshops. Teachers employ hands-on manipulatives to strengthen math concepts along with reward systems to motivate and promote progress. Math curriculum coordinators are asked frequently to aid in researching and gleaning references within and without the math series to facilitate higher level thinking skills.

The math performance diagnosis of any child must be promoted toward full potential. The math curriculum at A.L. Smith is applied and supplemented by every means possible in order to accomplish that goal.

4. The learning styles of students at A.L. Smith are many and diverse. Teachers use a variety of instructional methods and materials to ensure student success. Learners should be able to see, touch, hear, and discuss in order to maximize comprehension and retention of skills.

Teachers are able to pique student interest and meet student needs through the use of technology. Each classroom is equipped with one or more computers which provide Internet access. There is also an on-site computer lab where students regularly use interactive software and the Internet to practice important skills and to research valuable information.

While teachers feel that it is necessary to use a variety of teaching methods, we also feel that teaching across the curriculum enhances the learning process. We agree that an emphasis on writing is imperative. Students use writing to demonstrate knowledge and to communicate thoughts and feelings.

Our hope is that through varied instructional approaches, students will experience a higher quality of learning. This will help foster individuals who are prepared to become positive contributors to society.

5. The professional development program at A.L. Smith is structured to meet the needs of teachers enabling them to enhance instruction to improve student achievement.

The springboard for our professional development program is the analysis of our test scores and other school data to establish our priorities. This year, as a result of analyzing our school needs, we are working on new ideas in classroom management through the study of Winning Strategies for Classroom Management by Carol Cummings. Our hope is that better classroom management skills will provide more time on task for our students in all curriculum areas. Last year, we concentrated on technology with inservices ranging from online databases and computer gradebooks to Internet sites for the elementary classroom. Since we now have Internet access in all classrooms, teachers can use their technology skills to present new information in such a way that academic growth is achieved..

We also regularly attend curriculum-related parish-wide inservice programs in the areas of reading, math, science, and social studies. These are all designed with the primary goal being to impact student achievement in a positive manner.

## STATE CRITERION-REFERENCED TESTS

**A.L. Smith**

**Grade 4**

**Louisiana Educational Assessment Program Test**

**Published by Data Recognition Corporation      Edition: LEAP 21**

**Language Arts**

|                                  | 2002-2003 | 2001-2002 | 2000-2001 | 1999-2000 | 1998-1999 |
|----------------------------------|-----------|-----------|-----------|-----------|-----------|
| Testing month                    | March     | March     | March     | March     | March     |
| <b>SCHOOL SCORES</b>             |           |           |           |           |           |
| % At or Above Basic              | 92        | 94        | 90        | 77        | 57        |
| % At or Above Proficient         | 64        | 58        | 35        | 28        | 14        |
| % At Advanced                    | 8         | 15        | 0         | 7         | 2         |
| Number of students tested        | 36        | 38        | 40        | 43        | 42        |
| Percent of total students tested | 100       | 100       | 100       | 100       | 100       |
| Number of students excluded      | 0         | 0         | 0         | 0         | 0         |
| Percent of students excluded     | 0         | 0         | 0         | 0         | 0         |
|                                  |           |           |           |           |           |
| <b>SUBGROUP SCORES</b>           |           |           |           |           |           |
| 1. Black (specify subgroup)      |           |           |           |           |           |
| % At or Above Basic              | 75        | 80        | 71        | 40        | 25        |
| % At or Above Proficient         | 25        | 20        | 0         | 30        | 0         |
| % At Advanced                    | 0         | 0         | 0         | 10        | 0         |
| Number of students tested        | 4         | 10        | 7         | 10        | 8         |
| 2. White (specify subgroup)      |           |           |           |           |           |
| % At or Above Basic              | 97        | 100       | 85        | 90        | 65        |
| % At or Above Proficient         | 69        | 64        | 41        | 28        | 18        |
| % At Advanced                    | 10        | 18        | 0         | 7         | 3         |
| Number of students tested        | 29        | 28        | 34        | 29        | 34        |
| 3. Poverty                       |           |           |           |           |           |
| % At or Above Basic              | 100       |           |           |           |           |
| % At or Above Proficient         | 54        |           |           |           |           |
| % At Advanced                    | 8         |           |           |           |           |
| Number of Students Tested        | 13        |           |           |           |           |
| <b>STATE SCORES</b>              |           |           |           |           |           |
| % At or Above Basic              | 58        | 57        | 44        | 39        | 39        |
| State Mean Score                 |           |           |           |           |           |
| % At or Above Proficient         | 14        | 19        | 15        | 14        | 15        |
| State Mean Score                 |           |           |           |           |           |
| % At Advanced                    | 1         | 3         | 1         | 2         | 1         |
| State Mean Score                 |           |           |           |           |           |

## STATE-CRITERION REFERENCED TESTS

**A.L. Smith**

**Grade 4**

**Louisiana Educational Assessment Program Test**

**Publisher: Data Recognition Corporation    Edition: LEAP 21**

**Math**

|                                  | 2002-2003 | 2001-2002 | 2000-2001 | 1999-2000 | 1998-1999 |
|----------------------------------|-----------|-----------|-----------|-----------|-----------|
| Testing month                    | March     | March     | March     | March     | March     |
| <b>SCHOOL SCORES</b>             |           |           |           |           |           |
| % At or Above Basic              | 97        | 90        | 93        | 79        | 38        |
| % At or Above Proficient         | 69        | 53        | 40        | 42        | 12        |
| % At Advanced                    | 25        | 21        | 13        | 16        | 5         |
| Number of students tested        | 36        | 38        | 40        | 43        | 42        |
| Percent of total students tested | 100       | 100       | 100       | 100       | 100       |
| Number of students excluded      | 0         | 0         | 0         | 0         | 0         |
| Percent of students excluded     | 0         | 0         | 0         | 0         | 0         |
|                                  |           |           |           |           |           |
| <b>SUBGROUP SCORES</b>           |           |           |           |           |           |
| 1. Black (specify subgroup)      |           |           |           |           |           |
| % At or Above Basic              | 75        | 60        | 71        | 40        | 13        |
| % At or Above Proficient         | 25        | 0         | 14        | 30        | 0         |
| % At Advanced                    | 0         | 0         | 14        | 10        | 0         |
| Number of students tested        | 4         | 10        | 7         | 10        | 8         |
| 2. White (specify subgroup)      |           |           |           |           |           |
| % At or Above Basic              | 97        | 99        | 94        | 90        | 44        |
| % At or Above Proficient         | 76        | 72        | 41        | 28        | 15        |
| % At Advanced                    | 31        | 29        | 12        | 7         | 6         |
| Number of students tested        | 29        | 28        | 34        | 29        | 34        |
| 3. Poverty                       |           |           |           |           |           |
| % At or Above Basic              | 100       |           |           |           |           |
| % At or Above Proficient         | 54        |           |           |           |           |
| % At Advanced                    | 15        |           |           |           |           |
| Number of students tested        | 13        |           |           |           |           |
| <b>STATE SCORES</b>              |           |           |           |           |           |
| % At or Above Basic              | 57        | 51        | 41        | 37        | 41        |
| State Mean Score                 |           |           |           |           |           |
| % At or Above Proficient         | 16        | 13        | 11        | 10        | 10        |
| State Mean Score                 |           |           |           |           |           |
| % At Advanced                    | 3         | 2         | 2         | 2         | 2         |
| State Mean Score                 |           |           |           |           |           |

## REFERENCED AGAINST NATIONAL NORMS

**A.L. Smith**

**Grade 3**

**IOWA Test of Basic Skills      Publisher: Riverside Publishing Company    Ed. 1996/2003**  
**Language Arts**

Scores are reported here as (check one): NCEs \_\_\_\_ Scaled scores \_\_\_\_ Percentiles   X  

|                                  | 2002-2003 | 2001-2002 | 2000-2001 | 1999-2000 | 1998-1999 |
|----------------------------------|-----------|-----------|-----------|-----------|-----------|
| Testing month                    | March     | March     | March     | March     | March     |
| <b>SCHOOL SCORES</b>             |           |           |           |           |           |
| Total Score                      | <u>62</u> | 60        | 52        | 55        | 56        |
| Number of students tested        | 39        | 41        | 43        | 43        | 39        |
| Percent of total students tested | 100       | 100       | 100       | 100       | 100       |
| Number of students excluded      | 0         | 0         | 0         | 0         | 0         |
| Percent of students excluded     | 0         | 0         | 0         | 0         | 0         |
| <b>SUBGROUP SCORES</b>           |           |           |           |           |           |
| 1. Black (specify subgroup)      | 43        | 42        | 31        | 40        | 30        |
| Number of students tested        | 8         | 6         | 10        | 10        | 8         |
| 2. White (specify subgroup)      | 67        | 65        | 57        | 58        | 62        |
| Number of students tested        | 29        | 31        | 32        | 35        | 26        |
| 3. Hispanic (specify subgroup)   | 27        | 30        | 42        | 47        | 56        |
| Number of students tested        | 2         | 4         | 1         | 2         | 4         |
| 4. Asian (specify subgroup)      |           |           |           |           | 56        |
| Number of students tested        |           |           |           |           | 1         |
| 5. Free/Reduced Lunch            | 57        | 51        | 45        | 54        | 43        |
| Number of students tested        | 14        | 14        | 14        | 27        | 18        |

# REFERENCED AGAINST NATIONAL NORMS

**A.L. Smith**

**Grade 3**

**IOWA Test of Basic Skills**

**Publisher: Riverside Publishing**

**Ed. 1996/2003**

**Math**

Scores are reported here as (check one): NCEs \_\_\_\_ Scaled scores \_\_\_\_ Percentiles  X

|                                  | 2002-2003 | 2001-2002 | 2000-2001 | 1999-2000 | 1998-1999 |
|----------------------------------|-----------|-----------|-----------|-----------|-----------|
| Testing month                    | March     | March     | March     | March     | March     |
| <b>SCHOOL SCORES</b>             |           |           |           |           |           |
| Total Score                      | <u>77</u> | 69        | 69        | 68        | 68        |
| Number of students tested        | 39        | 41        | 43        | 43        | 39        |
| Percent of total students tested | 100       | 100       | 100       | 100       | 100       |
| Number of students excluded      | 0         | 0         | 0         | 0         | 0         |
| Percent of students excluded     | 0         | 0         | 0         | 0         | 0         |
| <b>SUBGROUP SCORES</b>           |           |           |           |           |           |
| 1. Black (specify subgroup)      | 53        | 46        | 40        | 40        | 30        |
| Number of students tested        | 8         | 6         | 10        | 10        | 8         |
| 2. White (specify subgroup)      | 83        | 74        | 75        | 73        | 62        |
| Number of students tested        | 29        | 31        | 32        | 35        | 26        |
| 3. Hispanic (specify subgr       | 39        | 43        | 38        | 62        | 56        |
| Number of students tested        | 2         | 4         | 1         | 2         | 4         |
| 4. Asian (specify subgroup)      |           |           |           |           | 67        |
| Number of students tested        |           |           |           |           | 1         |
| 5. Free//Reduced Lunch           | 68        | 61        | 56        | 62        | 59        |
| Number of students tested        | 14        | 14        | 14        | 27        | 18        |

# REFERENCED AGAINST NATIONAL NORMS

**A.L. Smith**

**Grade 5**

**IOWA Test of Basic Skills      Publisher: Riverside Publishing Company      Ed. 19962003**  
**Language Arts**

Scores are reported here as (check one): NCEs \_\_\_\_ Scaled scores \_\_\_\_ Percentiles   X  

|                                      | 2002-2003 | 2001-2002 | 2000-2001 | 1999-2000 | 1998-1999 |
|--------------------------------------|-----------|-----------|-----------|-----------|-----------|
| Testing month                        | March     | March     | March     | March     | March     |
| <b>SCHOOL SCORES</b>                 |           |           |           |           |           |
| Total Score                          | <u>64</u> | 58        | 56        | 51        | 42        |
| Number of students tested            | 49        | 53        | 42        | 40        | 45        |
| Percent of total students tested     | 100       | 100       | 100       | 100       | 100       |
| Number of students excluded          | 0         | 0         | 0         | 0         | 0         |
| Percent of students excluded         | 0         | 0         | 0         | 0         | 0         |
| <b>SUBGROUP SCORES</b>               |           |           |           |           |           |
| 1. Black _____ (specify subgroup)    | 43        | 43        | 49        | 32        | 22        |
| Number of students tested            | 12        | 8         | 6         | 9         | 9         |
| 2. White _____ (specify subgroup)    | 70        | 60        | 57        | 57        | 46        |
| Number of students tested            | 37        | 43        | 33        | 31        | 34        |
| 3. Hispanic _____ (specify subgroup) |           |           |           |           | 42        |
| Number of students tested            |           |           |           |           | 1         |
| 4. Asian _____ (specify subgroup)    |           |           |           |           | 63        |
| Number of students tested            |           |           |           |           | 1         |
| 5. Free/Reduced Lunch                | 44        | 53        | 45        | 43        | 30        |
| Number of students tested            | 13        | 17        | 9         | 17        | 20        |

# REFERENCED AGAINST NATIONAL NORMS

A.L. Smith

Grade 5

IOWA Test of Basic Skills      Publisher: Riverside Publishing Company      Ed. 1996/2003  
Math

Scores are reported here as (check one): NCEs \_\_\_\_ Scaled scores \_\_\_\_ Percentiles   X  

|                                  | 2002-2003 | 2001-2002 | 2000-2001 | 1999-2000 | 1998-1999 |
|----------------------------------|-----------|-----------|-----------|-----------|-----------|
| Testing month                    | March     | March     | March     | March     | March     |
| <b>SCHOOL SCORES</b>             |           |           |           |           |           |
| Total Score                      | <u>71</u> | 65        | 64        | 60        | 56        |
| Number of students tested        | 49        | 53        | 42        | 40        | 45        |
| Percent of total students tested | 100       | 100       | 100       | 100       | 100       |
| Number of students excluded      | 0         | 0         | 0         | 0         | 0         |
| Percent of students excluded     |           |           |           |           |           |
| <b>SUBGROUP SCORES</b>           |           |           |           |           |           |
| 1. Black (specify subgroup)      | 44        | 47        | 49        | 21        | 44        |
| Number of students tested        | 12        | 8         | 6         | 9         | 9         |
| 2. White (specify subgroup)      | 78        | 60        | 57        | 72        | 57        |
| Number of students tested        | 37        | 43        | 33        | 31        | 34        |
| 3. Hispanic (specify subgroup)   |           |           |           |           | 74        |
| Number of students tested        |           |           |           |           | 1         |
| 4. Asian (specify subgroup)      |           |           |           |           | 67        |
| Number of students tested        |           |           |           |           | 1         |
| 5. Free/Reduced Lunch            | 52        | 53        | 53        | 42        | 44        |
| Number of students tested        | 13        | 17        | 9         | 17        | 20        |



## REFERENCED AGAINST NATIONAL NORMS

**A.L. Smith**

**Grade 6**

**IOWA Test of Basic Skills      Publisher: Riverside Publishing Company      Ed. 1996/2003**  
**Language Arts**

Scores are reported here as (check one): NCEs \_\_\_\_ Scaled scores \_\_\_\_ Percentiles X \_\_\_\_

|                                  | 2002-2003 | 2001-2002 | 2000-2001 | 1999-2000 | 1998-1999 |
|----------------------------------|-----------|-----------|-----------|-----------|-----------|
| Testing month                    | March     | March     | March     | March     | March     |
| <b>SCHOOL SCORES</b>             |           |           |           |           |           |
| Total Score                      | 48        | 55        | 55        | 47        | 55        |
| Number of students tested        | 57        | 45        | 44        | 50        | 43        |
| Percent of total students tested | 100       | 100       | 100       | 100       | 100       |
| Number of students excluded      | 0         | 0         | 0         | 0         | 0         |
| Percent of students excluded     | 0         | 0         | 0         | 0         | 0         |
| <b>SUBGROUP SCORES</b>           |           |           |           |           |           |
| 1.Black (specify subg            | 21        | 45        | 34        | 25        | 27        |
| Number of students tested        | 9         | 9         | 9         | 13        | 7         |
| 2.White (specify subgroup)       | 54        | 57        | 61        | 53        | 60        |
| Number of students tested        | 46        | 34        | 35        | 35        | 35        |
| 3. Hispanic (specify subgroup)   | 31        | 51        |           | 48        | 44        |
| Number of students tested        | 2         | 1         |           | 1         | 1         |
| 4. Asian (specify subgroup)      |           | 69        |           | 85        |           |
| Number of students tested        |           | 1         |           | 1         |           |
| 5. Free/Reduced Lunch            | 35        | 52        | 36        | 36        | 42        |
| Number of students tested        | 11        | 13        | 11        | 22        | 17        |

## REFERENCED AGAINST NATIONAL NORMS

**A.L. Smith**

**Grade 6**

**IOWA Test of Basic Skills      Publisher: Riverside Publishing Company      Ed. 1996/2003**  
**Math**

Scores are reported here as (check one): NCEs \_\_\_\_ Scaled scores \_\_\_\_ Percentiles   X  

|                                      | 2002-2003 | 2001-2002 | 2000-2001 | 1999-2000 | 1998-1999 |
|--------------------------------------|-----------|-----------|-----------|-----------|-----------|
| Testing month                        | March     | March     | March     | March     | March     |
| <b>SCHOOL SCORES</b>                 |           |           |           |           |           |
| Total Score                          | <u>52</u> | 64        | 61        | 62        | 64        |
| Number of students tested            | 57        | 45        | 44        | 50        | 43        |
| Percent of total students tested     | 100       | 100       | 100       | 100       | 100       |
| Number of students excluded          | 0         | 0         | 0         | 0         | 0         |
| Percent of students excluded         | 0         | 0         | 0         | 0         | 0         |
| <b>SUBGROUP SCORES</b>               |           |           |           |           |           |
| 1. Black _____ (specify subgr        | 31        | 55        | 38        | 25        | 32        |
| Number of students tested            | 9         | 9         | 9         | 13        | 7         |
| 2. White _____ (specify subgroup)    | 56        | 65        | 67        | 53        | 70        |
| Number of students tested            | 46        | 34        | 35        | 35        | 35        |
| 3. Hispanic _____ (specify subgroup) | 58        | 81        |           | 48        | 50        |
| Number of students tested            | 2         | 1         |           | 1         | 1         |
| 4. Asian _____ (specify subgroup)    |           | 92        |           | 85        |           |
| Number of students tested            |           | 1         |           | 1         |           |
| 5. Free/Reduced Lunch                | 38        | 61        | 39        | 43        | 46        |
| Number of students tested            | 11        | 13        | 11        | 22        | 17        |